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ABSTRACT

Discussed are certain key problems that are involved which cause the social studies program to be rather difficult for disadvantaged students. The first set of problems is said to be inherent in the very nature of social studies: (1) reading in the social studies is more difficult than reading narrative materials which so often are stressed in a basal reading program; (2) culturally deprived students need a program of studies which satisfies their need for security through clear and simple methodology; (3) culturally deprived students need reassurance of repeated success experiences; and, (4) culturally deprived students are person oriented and need materials which place people--not generalizations--in the center of stage. Also discussed are the kind of teacher needed to teach disadvantaged students and the role of the teacher for disadvantaged students. (Author/JM)

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EFFECTIVE STRATEGIES FOR TEACHING SOCIAL STUDIES IN JUNIOR HIGH SCHOOL FOR DISADVANTAGED STUDENTS

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Effective Strategies for Teaching Social Studies in Junior High School for Disadvantaged Students

I. What are the Needs of Disadvantaged Students?

The goal of the American public school is to help each student realize his highest academic potential. There is increasing evidence that we rarely achieve this elusive goal, especially working with the culturally different students. Research reveals that the culturally disadvantaged students need more help from school than other students. However, studies indicate that our schools only aggravate their personality problems and do little to encourage their academic achievement; some evidence, in fact, suggests that these students fall further behind scholastically each year.[1]

Many authorities-sociologists, educators, government officials--agree that the population of the culturally disadvantaged is increasing, especially in the cities. Some authorities have estimated that the disadvantaged students soon will comprise fifty percent of the public school population in many cities. The significance of such figures is that a number of children in our schools will not profit from the educational process. The disadvantaged represent not only a tragic waste of human resources, but a threat to our democratic society.[2]

The disadvantaged are students who are physically or mentally handicapped or whose needs for special educational assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large. The disadvantaged may be of any ethnic group. The American Indian whose horizons have been circumscribed, the Mexican American, the black child, the Puerto Rican, the child of the migrant or seasonal worker, or the white child in an area which has been itself isolated from the mainstream of American culture all make up the disadvantaged.[3] The disadvantage materializes when the student leaves his primary cultural group to function in the dominant culture. A

student is disadvantaged when his particular background of experience does not enable him to be sensitive to those cues of the dominant culture that call for a particular response. A student may be prevented from participating in the dominant culture by a lack of certain kinds of experiences, the inability to speak standard English, his skin color, ancestral origin, geographic location and economic impoverishment. There are also degrees of cultural deprivation; that is, not all culturally disadvantaged students are disadvantaged to the same degree nor in the same manner.[4]

What are the characteristics of the disadvantaged student? He is no stranger to failure nor to the fear that continued failure engenders. He knows the fear of being overpowered by teachers who are not aware of the culture and mores of his society and who may not expect success of him. He fears lack of recognition and understanding from teachers whose backgrounds are totally dissimilar and who either misinterpret or fail to recognize many of his efforts to achieve and to accommodate himself to demands which are basically alien.

Riesman describes these characteristics of the disadvantaged student:

> (1) is relatively slow at cognitive tasks, but not stupid; (2) appears to learn most readily through a physical, concrete approach (often is slow, but may be persistent when the content is meaningful and valued); (3) often appears to be anti-intellectual, pragmatic rather than theoretical; (4) is traditional, superstitious, and somewhat religious in a traditional sense; (5) is from a male-centered culture, except for a major section of the Negro subculture; (6) is inflexible and not open to reason about many of his beliefs (morality, diet, family polarity, and educational practice are examples of these beliefs); (7) feels alienated from the larger social structure, with resultant frustration; (8) holds others to blame for his misfortunes; (9) values masculinity and attendant action, viewing intellectual activities as unmasculine; (10) appreciates knowledge for its practical, vocational ends, but rarely values it for its own sake; (11) desires a better standard of living, with personal comforts for himself and his family, but does not wish to adopt a middle-class way of life; (12) is deficient in auditory attention and interpretation skills; (13) reads ineffectively and is deficient in the communication skills generally; (14) has wide areas of ignorance, and often is suggestible, although he may be suspicious of innovations.[5]

Kenneth Clark lists some popular myths that he feels are primarily alibis for educational neglect of the disadvantaged and in no way a reflection of the nature of the educational process. These assumptions include the following:

1. That each child should be educated to the limits of his own needs and abilities.
2. That working-class children and middle-class children need a different kind of education.
3. That culturally disadvantaged students cannot be expected to perform well in the classroom.
4. That there is a direct cause and effect relationship between socioeconomic status and psychological problems.
5. That it is possible to predict academic success from the IQ score.[6]

Before discussing teaching strategies designed to help motivate the disadvantaged students in social studies, it is imperative to view specifically the social studies curriculum to analyze its effect on the disadvantaged. Educators have presented substantial evidence for the revision of the social studies curriculum. Curriculum modifications are needed, for it is unrealistic to expect alienated, unmotivated and often retarded readers to cover the social studies discipline. Despite opposition and criticism from certain groups, the social studies curriculum for the disadvantaged must reflect parsimony and wise selections of learning experiences and content.[7]

Certainly the traditional disciplines such as history, government, geography, economics, sociology and anthropology, which make up the social studies programs in the secondary schools are relevant disciplines for all secondary school students, but the problem may be one of selection of what is most relevant. Second only to the nature of the teacher is the nature of the experiences offered to pupils. Materials which deal realistically with the student's life are imperative. But, like all students, the disadvantaged youth is also

interested in the imaginative and the creative. Teachers who know adolescents' interests and understandings are best qualified to select the suitable learning experiences.[8] The social studies curriculum must be tailored to meet the needs of disadvantaged students and the goals and standards of achievements must be every bit as high as those of the curriculum for middle class students. Before the disadvantaged enter the secondary school, the majority should have come in contact with the middle-class in many respects including the motivation to learn, oral vocabulary, firsthand experiences, basic concepts, and persistence in study. To help the disadvantaged students to catch up, superior teachers are needed as well as a lower teacher-pupil ratio, more carefully chosen reading materials, and more creative learning materials, in short much better of everything. The disadvantaged, in order to catch up, must learn much more in a shorter period of time.[9]

II. What Types of Teachers are Needed for the Disadvantaged?

Education has become the most sought commodity in American life. Realizing this, are schools creating an atmosphere so that students coming from disadvantaged environments and poor rural areas can succeed? Are the universities preparing teachers who are sensitive to the needs of the disadvantaged students? The same life chance must be provided for our poor for they are one of the largest segments of the American population. If the poor of our society are ignored, it indeed will be tantamount to cutting the arteries of American democracy.[10] The American public school is a curious hybrid: it is managed by a school board drawn largely from upper-class circles; it is taught by teachers who come largely from middle-class backgrounds; and it is attended mainly by children from working-class homes. These three groups do not talk the same language. They differ in their manners, power, and hierarchies of values. Considering these factors, the teacher, even though of middle class status,

must be able to bridge the gap in the lives of disadvantaged students.[11]

What kind of teacher is needed to teach disadvantaged students? What is needed for the disadvantaged is some fresh approach to the discovery and cultivation of the talents that undoubtedly exist among millions of children from unpromising backgrounds. The usual tests will not identify these able students; the usual curriculum will not challenge them; the usual teachers will not inspire them. While additional research would be beneficial, the present research indicates the more urgent needs seems to be for creative teaching. The starting point in teaching the disadvantaged is respect. Nothing else that one has to give will help much if it is offered with a resentful, contemptuous, or patronizing attitude. We do not understand the neighborhoods, the homes, the students because we have not respected them enough to think them worthy of study and attention. Riessman was a pioneer in a series of investigations that revealed to America that we have neglected a major source of manpower and creative talent. Riessman stated, "The stone which the builders rejected may even become the head of the corner."[12]

It is quite possible for two teachers of equal intelligence, training, and grasp of subject matter to differ considerably in the results they achieve with students. These teachers may be summarized as follows: (1) personal characteristics, (2) instructional procedures and interaction styles, (3) perception of self, (4) perception of others. Effective teachers appear to be those who are "human" in the fullest sense of the word. They have a sense of humor, are fair, empathetic, more democratic than autocratic, and apparently are more able to relate easily and naturally to students on either a one-to-one or group basis. Their classrooms seem to reflect miniature enterprise operations in the sense that they are more open, spontaneous, and adaptable to change.[13]

The role of the teacher for the disadvantaged students as an exemplary model cannot be over-emphasized. As has been often stressed in current research

on learning, pupils do their best work and achieve most successfully when they have a competent model--someone who exemplifies and epitomizes such important traits as intellectual curiosity, skill in critical thinking, a true thirst for knowledge, and a desire to participate actively and intelligently in the solution of the problems confronting our society. The goal of education is disciplined understanding; that is the process as well. If a teacher accepts this position, then he will be more than an information dispenser. Rather, he will emphasize the means for acquiring, interpreting, and using knowledge independently. The point not to be lost is the general agreement that some systematic structured approach to teaching does matter and that "it is the teacher ... who makes the difference between effective and ineffective learning."[14]

The key, then, to success in teaching the disadvantaged is the teacher. What is needed is a special kind of teacher with special training, a kind of teacher who is not textbook oriented with regard to the content which he desires to teach nor textbook oriented with regard to the theories of psychology which might apply. Riessman describes, in general terms, the teaching style of the model teacher for disadvantaged students in this manner:

> ...it is the old style strict, highly structured teacher who appears to be most popular and effective with underprivileged children. When this teacher is also lively, and builds concepts from the ground up, and makes an effort to 'win the children to learning' she is the model teacher for these youngsters.[15]

What Riessman has suggested is a "marriage" of traditional and progressive teaching style:

> The traditionalist contributes structure, rules, discipline, authority, rote, order, organization, and strong external demands for achievement. He fights to win the child to a high level of conceptual learning. The progressive places the emphasis on the importance of motivation; the down-to-earth learning by doing; examples drawn from the experience of the child - beginning in the present and moving toward the bread, the abstract, the cultural heritage.
>
> This is the combination that can break through the block which separates the child and the school.[16]

III. What Teaching Strategies Are Needed for the Social Studies Curriculum?

Teaching disadvantaged students does not consist of gimmicks or tricks. Much more decisive are certain basic attitudes. Toughness and brutality are most ineffective. Perhaps the best overall principle is to be consistent. These students want a teacher on whom they can depend. The teacher should be straight-forward, direct, informal, warm, and down-to-earth. It is the dedicated teacher who is influential with the disadvantaged student. The teacher who "comes to teach" not the one who "has a job in the school" is far more effective.

The greatest tasks the world faces are human problems. Learning itself, the modern psychologists tell us, is a human process. Whatever dehumanizes our schools fails both the school and society as well. To ignore the human aspects of learning is to destroy the efficiency of teaching on the one hand and to fail to prepare our youth for the world they must face.[17]

The paucity of literature on teaching social studies to the disadvantaged in junior high school indicates that social studies educators, like all others, have only recently shown substantial interest in the education of disadvantaged students. Banks stated that in the past, social studies educators have been primarily concerned with devising strategies to help middle-class students learn more effectively.[18] This paper is primarily concerned with effective teaching strategies in social studies in junior high school designed to help disadvantaged students to learn more readily, thereby becoming active, contributing citizens to society. Before considering some effective teaching strategies which would relate more effectively to disadvantaged students, attention must be given to certain key problems that are involved which cause the social studies program to be rather difficult for disadvantaged students. The first set of problems to be considered is inherent in the very nature of social studies. Reading in the social studies is more difficult than reading narrative materials which so often are stressed in a basal reading program:

1. Ideas are more complex, and there is no control over the number of ideas introduced in a particular selection.

2. Vocabulary is introduced more rapidly.

3. A greater demand is made on the reader to relate his previous knowledge to the reading task at hand.

4. Wide reading is often demanded in a variety of sources.

5. The student is often faced with a mass of unrelated facts which he is supposed to retain and organize, sift for relevance and significance, and relate to a particular purpose.

6. Vital interrelationships must be established by the reader if understanding is to be gained.

7. The student must learn that mastery of maps, tables, and graph is an integral part of reading a textbook or reference.[19]

Robert W. Edgar listed a summary of his findings in working with the disadvantaged students in social studies:

1. Culturally deprived students need a program of studies which satisfies their need for security through clear and simple methodology.

2. Culturally deprived students need reassurance of repeated success experiences. The materials that are read must be more rather than less extensive than customarily text materials.

3. Culturally deprived students are person-oriented, not abstraction-oriented. They need materials which place people, not generalizations, in the center of stage.

4. Culturally deprived children are often acutely aware of the feelings, motivations and values of people in their environments. This sensitivity can be used in the illumination of the problems of human relations in our past and in the present.[20]

Perhaps what is needed for the disadvantaged is not some magic new formula that would sweep away all existing patterns and practices, but rather the application of known, sound psychological and educational principles to this problem. We have always had the disadvantaged student with us. Earlier in America's history, he came from rural homes or from families of recent immigrants. He may never have achieved high school status since he has not always measured up to grade standards of achievement. Nevertheless, the school's task has been, and continues to be, that of taking the child at his own stage in educational

progress and lifting his understandings, insights and behavior to the limit of his capacity. The unique problem of teaching the disadvantaged in social studies in junior high school lies in special insights and strategies to which attention is directed in this paper.[21]

Thomas and Robinson suggested turning on social studies power through assignments which include the following six steps:

1. Capturing interests.
2. Relating the reading to the students' past experience or providing a background of experience.
3. Helping the students to have a purpose for their reading.
4. Helping them to know how to read to accomplish their purpose.
5. Preteaching vocabulary and concepts which would otherwise block their understanding.
6. Providing, when appropriate and possible, reading materials on a suitable variety of levels.

Middle-Class students as well as disadvantaged students could profit from the PQ 4R package of teaching technique implemented in social studies. It helps students to comprehend more difficult material, to cut through what is less important to find main points, to concentrate better, to remember longer, and to have a lifetime tool for better reading. The steps in PQ 4R are Preview, Question , Read, Reflect, Recite and Review.[22]

For students who find reading a relatively meager source of information because of reading difficulties, observation and interviewing are relevant additional sources of information. For disadvantaged students who live in a chaotic environment, systematic observation is a means of bringing some order into a seemingly uncontrolled pattern of events. Observing the students in their environment help to provide the content for class work which can in turn help the students understand the connection between school and other aspects of their lives. The interview as a learning technique brings students in direct contact

with peers, adults, and younger children. To sit down with an adult and hold a conversation, in which the student finds out pertinent facts about his life or what he believes, is an experience few disadvantaged junior high school students have ever had. Careful preparation is required in school for methods of asking questions and taking notes. Results of interviews can be written up and tallied and the results used again for comparison, newspaper items, and historical events.

Open-ended questions are used as a device to tap ideas, concepts and feelings students may have on certain problems or in certain areas of experience. Questions can be formulated around any pertinent point. Most widely used questions are centered on the worries of the students, the concepts they have regarding the community, and the way they feel about school and teachers.

Instruction is the vehicle through which the purposes of education are executed. With this fact in mind, teachers have agreed that continual diagnosis is a teaching strategy that is imperative in working with the disadvantaged in social studies. It provides the information needed to determine the existing level of achievement and permits the teacher to judge the readiness of students for the ensuing learning activities.

Another strategy implemented by social studies teachers in the junior high school is providing for heterogeneity. Planning for heterogeneity implies more than individualizing the rate of covering a given unit or topic. It requires provision of varied activities related to the same topic, such as the self-selection of diverse books to be read to find answers to common questions and the opportunity for different students to find their own way into new content and ideas. Part of the strategy for providing for heterogeneity is the use of a greater range of materials and means of learning, such as stories, pictures, films, and tape recordings to supplement or even to supplant the textbooks, and of observation, manipulation, and experimentation to extend the means of learning beyond reading.[23]

Bernice Goldmark suggested the inquiry into value as an effective strategy in working with the disadvantaged. It is an atmosphere of open inquiry where "process" rather than "product" is the goal; children have opportunities to set, test, evaluate, and reconstruct their ends, means, and methods of achieving these. Students have opportunities to "try on" feelings, behavior, ideas, ways of expressing themselves in the arts, non-cognitively as well as cognitively, non-verbally as well as verbally. Students learn to ask: what do I want? how do I want to get it? should I want this and try to get this in it? is there another way of getting it? This social studies program has no pre-determined content. The students bring the content to school with them in their searching concerns, their crucial problems. The teacher expands the students' experiences so that the range of their concerns expands. The emphasis in the classroom is on other ways so that the students will learn and value diversity. Students in the class work on different problems in groups or individually, and the problems range over a number of different areas.[24]

To stimulate the disadvantaged junior high school students in social studies, Webster suggested that a reversal plan was needed which moved from the usual order of presentation of subject matter. For example, a consideration of some current civil or social strife (the Los Angeles riots) might be used to introduce the Civil War. Other strategies have been implemented by teachers who prepare supplementary materials dealing with contributions of blacks to society and integrate them into the content of the course. Webster also reported that role playing has proven to be highly effective with disadvantaged students, if well conceived, because it leads to greater emotional and intellectual involvement on the participant. Through role playing a disadvantaged youth can discover that securing a good job may be contingent on his ability to speak good English. The specialists in the study of disadvantaged students have all reported that students from low income families respond more fully and directly to action than

to talk. The informality, the humor, and the empathy-arousing drama catch young students' interest, involve them, and hold their interest. In their lack of attentiveness in ordinary discussion, they respond to role playing enthusiastically.[25]

The game technique has a considerable value as a teaching tool utilized in an effort to help motivate disadvantaged students. The teacher's role is that of an advisor, observer and umpire. Use of mock United Nations assemblies or United States Congressional sessions is a technique which has been outstanding. The significant qualities of games included the enthusiasm of the overwhelming majority of the members of the class and their involvement in their roles. Their self-generating efforts and discipline in setting and carrying out tasks for themselves were the key to success.

Simulation is a teaching strategy which involves the creation of a game-like atmosphere to demonstrate some technique or principle. In this activity real life conditions are simulated so that the learners become functionaries within the learning situation. All the similations inspire lively class discussions, enthusiastic research, a beginning understanding of the concepts demonstrated, and a heightened enjoyment of the social studies program.[26]

Ausubel described the cognitive and motivational considerations in teaching the disadvantaged in the area of social studies using three stages: (1) readiness, (2) consolidation structured, (3) sequential materials. Another concept which has been valuable to teachers in teaching the disadvantaged is a set of principles developed by Dollar and Miller in which special attention is given to cues, reinforcement, and participation. Ausubel recommended the use of well-planned, and meaningful field trips, and the utilization of adult models from the community as resource persons.[27]

John A. Gothberg discussed the use of the newspaper to "turn on" disadvantaged students to learn about the Government. Disadvantaged students often associate books with their failure; therefore, the newspaper can be used as a supplementary

textbook. Before the class can make a meaningful use of the newspaper, however, the teacher needs to spend a week or two introducing the students to this medium. The class is then grouped on the basis of such news categories as the following: international, national, state, and local. Each of these groups or committees is responsible for clipping pictures, articles, and even cartoons that pertain to the news categories. Five or ten minutes should be set aside daily for one committee to report to the class on news from its front. Committees are encouraged to develop creative presentations such as dramatizing the news. Some committees may enjoy pretending they are telecasting the news. Since disadvantaged students come from rather drab homes having few if any pictures, the students may be allowed to arrange their pictures on the board. The reading level of the newspaper is not so difficult but that some of the slowest children can benefit by the experience of clipping pictures and cartoons to arrange for the bulletin board displays. Thus, the newspaper does offer enough possibilities so that the range of individual differences can be accommodated.[28]

In many classes of disadvantaged and middle-class students, the students, instead of remembering isolated facts, are learning how to learn. Their teachers, instead of acting as dispensers of ready-made conclusions, are teaching students to think for themselves and to use the methods of disciplined inquiry to explore concepts in the various domains of knowledge and to study the world about them. Teaching through inquiry involves the process of formulating and testing ideas and implies an open classroom climate that encourages wide student participation and the expression of divergent points of view. A truly inquiry-centered class is a small society whose members utilize the concepts and skills of the arts and the sciences, draw upon their own personal experiences, and attempt to deal judiciously with relevant natural and social problems. Implementing this strategy, the teachers and students perform new roles. The roles of the teacher who stresses the process of inquiry fall into six categories:

1. The teacher as planner.
2. The teacher as introducer.
3. The teacher as questioner and sustainer of inquiry.
4. The teacher as manager.
5. The teacher as rewarder.
6. The teacher as value investigator.[29]

Sociodrama as a teaching technique is utilized also in many disadvantaged classes. Problem situations involving human relationships - current or historical - is being studied through sociodrama. The advantage of this method over the usual informal class discussion, besides adding variety, is that the players of the class identify with the roles being portrayed. In studying current affairs, students' social sensitivities are developed because they learn how it feels to be in someone else's shoes. Identification with the aspirations, disappointments, troubles and fears of others is especially important today when so much of our society is living in tight little subcultures of suburbia. One advice to teachers is to make certain that the problem of human relationships fits the maturity level of the students. After a little experience, this strategy can be meaningfully implemented with both disadvantaged and middle-class students.[30]

Disadvantaged students place the teacher at a disadvantage because they require more creativity and effort to teach.[31] Teachers who have been successful in reaching the disadvantaged report the use of meaningful audio-visual aids such as: pictures, television, opaque projectors, overhead projectors, charts, records, games and puzzles, time lines and graphs.[32] The needs of disadvantaged students are also met through multi-level textbooks, paperback books and pamphlets, help one another pals, individual assignments, reports, cluster or small groups, current news publications and personal conferences.[33]

Research has indicated that creative teaching strategies are more necessary for the disadvantaged students than for others. Activities, games and experiences are utilized in the social studies curriculum so that both the disadvantaged and middle-class students will learn more readily the information and skills that are necessary for careful thinking in this area, and will develop constructive

attitudes toward learning and school life.

Activities in many instances draw on the talents of the students and stimulate them to stretch their minds to plan and complete projects. Many activities make it possible for the withdrawn student to make a valuable contribution to the class, while at the same time a number of activities provide for the enrichment so greatly needed by some of the students. Wisely used, activities should do a great deal toward helping the students feel and understand that learning is a fascinating adventure. Because life is a continuum of learning, it is important that serious attention be given by teachers to students' experiences outside the classroom walls and beyond the school day. Schools and teachers that are guided by this philosophy will have a program that capitalizes on all that the community can offer toward the development of its students. A teacher who uses strategies that capitalize on the community resources believes that learning should be rooted in familiar situations. The challenge of real-life exploration and discovery may start, for example, with the construction of a neighborhood map showing stores, factories, and houses that combine to make a city neighborhood. Familiar landmarks can be located and shown interrelatedly. Of major importance is the understanding and consequent community support that come from the parents and other citizens who feel themselves a helpful and integral part of the school's program.[34]

It is recognized rather generally that conventional instruction does not reach the disadvantaged with cultural and educational deficits who have already established a negative attitude toward their own capacities, school learning, teachers and the whole educational system. The usual kinds of class experiences that are offered -- the motivational devices used, the content, as well as the approaches to teaching -- seem somehow to miss the mark, either because they are incompatible with the needs of such students and, therefore, represent meaningless drudgery to them or because some links in their education are missing. The severe

retardation of such students that shows up in the junior high school is persuasive testimony to the lack of success of such programs.

Experts in the field of education for the disadvantaged have indicated that the learning processes of the culturally disadvantaged are subject to the same general principles of learning as are learning processes of middle-class students, but with a difference. All students need to proceed from the concrete to the abstract, but there is a difference in what is abstract and what is concrete to students who have gaps in their cognitive and verbal development and whose life experience may be limited in certain areas. Therefore, experimentation and innovation are musts in teaching the disadvantaged students. Because these children's attention is limited, the teacher must continuously change activities and vary the presentation of the lesson.[35]

Experts all agree that education for the disadvantaged needs to be improved and reformed. "The most deadly of all possible sins," Erik Erikson has written, "is the multilation of a child's spirit."[36] Through training, teachers will become cognizant of the fact that education is inescapably a moral as well as an intellectual and asthetic enterprise, and that school and teaching can be humane and still educate well. One solution to the problem of reaching the disadvantaged students is a specific program for the professional preparation of teachers to work with disadvantaged students. A part of the curriculum for the teaching of social studies to the disadvantaged in the junior high school must be a thorough knowledge and application of diagnostic principles and skills enabling the teacher to assess each individual's potential and to use the information as a basis for designing appropriate curriculum experiences which will enable the student to learn. In addition, the teacher should set standards for disadvantaged students, and have patience, understanding, and faith in their ability to learn.[37] If standards are lowered for the disadvantaged students, we are cheating them out of a good education. Rafferty stated that minority students have completely

unrealistic images of their own achievement and effort. They do not know that their work is poor and how much work they should do to improve, because they have not been told the truth by their teachers. Our challenge, as educators of the disadvantaged students, is to inform the students when they are not meeting the standards, and then take as much time and trouble as may be necessary to show them how to improve as many effective teachers have begun to do.[38]

In a multi-ethnic and socio-economically stratified democratic society, there is perhaps no body of subject matter more important than social studies. For a democratic society to persist and grow toward a broader fulfillment of its goals for all persons, certain attitudes and values must be effectively taught, and then learned by each succeeding generation. With this goal in mind, our task as educators is to provide each student with the skills and determination to gain a sense of personal worth by actively working toward the improvement of himself and society.

Footnotes

[1]Kenneth R. Johnson, Teaching the Culturally Disadvantaged (Chicago: University of Illinois, 1970), pp. 3-4.

[2]Ibid.

[3]Hillis Idleman, Guidelines in Teaching the Disadvantaged (Albany, N.Y.: ERIC Document Reproduction Service, ED 083435, 1973), p. 1.

[4]Johnson, Teaching the Culturally Disadvantaged, pp. 3-6.

[5]John B. Bergenson and George S. Miller, Learning Activities for Disadvantaged Children (New York: The Macmillan Co., 1971), pp. 44-45.

[6]Daniel Selakovich, Social Studies for the Disadvantaged (New York: Holt, Rinehart and Winston, Inc., 1970), pp. 55-56.

[7]Ibid, p. 590.

[8]Idleman, Guidelines in Teaching the Disadvantaged (Albany, N.Y.: ERIC Document Reproduction Service, ED 083435, 1973), p. 25.

[9]Allan C. Ornstein and Philip D. Vairo, Teaching Social Studies to Culturally Different Children (New York: David McKay Company, Inc., 1960), pp. 235-238.

[10]Ibid, p. 3.

[11]Frank Riessman, The Culturally Deprived Child (New York: Harper, and Row, Publishers, 1962), p. 10.

[12]Ibid, p. 3.

[13]Robert A. Magoon, Education and Psychology (Columbus: Charles E. Merrill Publishing Company, 1973), pp. 382-383.

[14]Harold L. Herber, Teaching Reading in Content Areas (New Jersey: Prentice Hall, Inc., 1970), pp. 3-12.

[15]Selakovich, Social Studies for the Disadvantaged, p. 78.

[16]Ibid, p. 79.

[17]W. E. Turner, Programs for the Educationally Deprived Children (Wichita, Kansas: ERIC Document Reproduction Service, ED 084337, 1973), p. 13.

[18]James A. Banks and William W. Joyce, Teaching Social Studies to Culturally Different Children (London: Addison - Wesley Publishing Company, 1971), pp. 181-182.

[19]Henry A. Bamman and Mildred A. Dawson, Fundamentals of Basic Reading Instruction (New York: David McKay Company, Inc., 1963), pp. 262-263.

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